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ABSTRACT

Research indicates four sources for the use of the first language in the second language classroom. Environment and the learners cannot be easily controlled, but materials and teachers can. The goal of such control is to increase second language input primarily at the macro level for reading, listening, and speaking practice, thus speeding up the learning process and rate. Second language use to handle communication beyond the daily lesson's content gives learners and teachers opportunity for more interpersonal communication where meanings and differences of opinions must be negotiated in a way conforming to the conventions of the second language. The more the teachers and learners use the second language in classroom interaction as a joint activity, the better negotiators the learners are expected to become. Through practice, learners test their hypotheses about the foreign language in terms of the linguistic, sociolinguistic, pragmatic, and discoursal rules and conventions available in that language. There is a place for the first language in the second language classroom, for pedagogical reasons. It can be used as a learning strategy when other strategies have failed to facilitate comprehension and interpretation. However, excessive use at the expense of the second language reduces the learning rate and process. (MSE)

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' Classroom Interaction: The L_1 in the Foreign Language Classroom '

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Classroom Interaction: The L1 in the Foreign Language Classroom

1. Introduction

The second language classroom has long been the centre of research interest. Second language classroom research aims at identifying the learning as well as non-learning factors that may influence language learning in an instructional setting and in doing so, it is expected "to generate hypotheses rather than test hypotheses" (Gaies, 1983: 206). As a result classroom research has retreated from prescription to description of what is actually going on in the classroom.

Two approaches have been basically employed to that end the interaction approach and the anthropological observation approach (Long, 1980:1). Within each approach several methods are available for data collection and analysis, such as behavioural observation systems, discourse analysis, ethnography and diary studies (Long, 1980: 1). Classroom research is primarily concerned with such issues as: `the linguistic environment of classroom language instruction, patterns of learner participation in the language classroom and error treatment (Gaies, 1983: 206). In order to achieve better results, researchers have considered it necessary to combine the two approaches and incorporate in the research such variables as: learner personality characteristics; motivation and attitude; learner talk; quality and quantity of "appropriate" input generated by materials and teacher talk; methods and techniques employed and their influence on classroom language learning.

Summing up the work in this area of classroom discourse, Allwright (1983:199) very rightly argues that there are two basic issues behind the topics being investigated: one focusing on the interactive aspect of classroom behaviour, and the other focusing more on the teacher's talk as input. Both, he argues, should be seen as complementary not in conflict with each other. That is why as Gaies, (1983: 192)also argues, "... the feeling remains strong that classroom verbal interaction is critically related to the learning process and therefore worthy of continuing research."

The fundamental aims of classroom research are:

1. to formulate a theory of second/foreign language learning with the aid of formal instruction,
2. to draw inferences and general guidelines to be taken into account in syllabus design and materials development,
3. to incorporate the insights we may get from this kind of research in teacher training courses (pre-service as well as in-service) through awareness procedures.

To my knowledge, however, no serious consideration has been paid so far to the issue of the L1 in the context of English as a foreign language and the functional use of it in classroom interaction as a learning or non-learning factor. There is, of course, cursory reference made to it by various researchers (see, for instance, Lightbown, 1983:226) but potential use of the L1 as a learning or non-learning factor has not been fully researched.

Before we proceed with our discussion, however, we must carefully define the context of foreign language learning. Foreign language learning is taken to mean the teaching and learning of a foreign language in a monolingual class and in a society where English functions primarily as a classroom language. It is usually taught by teachers who are not native speakers themselves. In most cases they learnt the L2 in a foreign language context and may have never lived or travelled in an English speaking country.

The important issue of the use of the mother tongue in foreign language classroom interaction seems to have been neglected altogether. In this paper the author will report findings of classroom research she has undertaken concerning the use of the L1 and its consequences in the foreign language classroom.

2. Aims of research

The aims of the research concerning use of the L1 in foreign language classroom interaction are as follows:

1. To identify the sources of L1 in the foreign language classroom.
2. To identify the factors (i.e. linguistic, affective, social, pedagogical) that prompt use of the L1 in the foreign language classroom.
3. To evaluate the effect that an overuse or underuse of the L1 may have on language learning.
4. To suggest alternative solutions to the use of the L1 in the foreign language classroom.

5. To draw general operational principles for a smooth integration of the L1 as a teaching and learning aid in the foreign language classroom.

Consequently, the overall aim of this research is to identify the functions of the L1 as a facilitating or non-facilitating factor in the process of foreign language classroom interaction.

Of course, the issue of the L1 as a facilitating or non-facilitating factor for foreign language learning has been researchedquite extensively from a variety of points of view. For a useful discussion of the issues involved in transfer or 'cross linguistic influence' and foreign language learning, see Gass and Selinker (eds), 1983 as well as Kellerman and Sharwood-Smith (eds), 1986. However, use of the L1 in classroom interaction and its impact on classroom learning has not been seriously considered yet.

3. Data collection: Methodological considerations

Three different methods were used for data collection. Firstly, ten fifty minute tapes of recorded classroom discourse were analysed to identify instances of L1 use in classroom interaction. (see Appendix 1 for extracts of classroom interaction). Secondly, a questionnaire concerning use of the L1 in the foregin language classroom was prepared. (See Appendix II). The questionnaire was primarily based on the analysis of the recorded data. Fourth year University students who were attending the authors ELT Methods course were requested to fill in the questionnaire while observing foreign language classes in Greek state and private schools. The age of the learners in the classes students attended ranged from ten to fifteen years old. Finally, one hundred questionnaires were analysed. Thirdly, the diary method was also employed. Learners who took part in pair and group work in the language class were asked to write down what had prompted use of the L1 among themselves as they were doing their tasks.

Subsequently, data collected through three different methods were compared and contrasted in an attempt to describe and evaluate use of the L1 in the foreign language classroom.

4. Analysis of the data

In a descriptive and evaluative study such as the one reported here, a critical step is the selection of a framework within which use of the L1 in the foreign language classroom can be viewed, as

well as the establishment of categories which will reflect basic distinctions in the data collected.

The general framework is that of interaction analysis in the context of a teaching/learning session as teacher utterances interact with learner utterances and vice versa to shape classroom discourse.

The categories against which data will be analysed are as follows:

1. source of the L1
2. function of the L1
3. stage of lesson
4. content
5. effect on discourse and language learning

Each category will be discussed and evaluated separately.

4.1. Source

In principle, there are four different sources of the L1 in the foreign language classroom. These are: 1. the environment; 2. the materials; 3. the teachers and 4. the learners. Each one of these sources will be discussed in detail as generators of L1 use in the foreign language classroom.

4.1.1. The environment

The environment is here defined in terms of the physical conditions pertaining to the foreign language classroom in schools. The term refers both to the environment inside the classroom as well as outside the classroom.

Usually classrooms are used as teaching settings for other courses as well. Consequently, posters, wall-charts, the learners' own work and other visual aids are not posted on the walls. Their presence, however, could constitute a motivating factor and contribute positively towards creating a "language island" where use of the L2 could be more easily accepted as the medium of communication by all.

Furthermore, such factors as noises, car horns, outsiders talking in the L1 in the schoolyard or in the corridors, a class singing in the L1 next door ect., become a constant source of L1 which intensifies the artificiality of the classroom as a "language island".

In general, the environment does not help learners and teachers to switch mentally and psychologically from L1 to L2. On the contrary, it is a constant reminder and generator of the L1.

4.1.2. Materials

A second source of the L1 in the foreign language classroom can be the materials. Materials as generators of L1 should be considered from two different points of view i.e. language and content.

As far as the language is concerned, materials are expected to be written exclusively in the L2. However, some educators argue that instructions concerning comprehension questions, activities and tasks etc. can be written in the L1. Exponents of such solutions for materials maintain that use of L1 increases the "autonomy" of the learners. One, of course, could agree with such a position if materials were intended for self-study. However, when they are used in the classroom context, they simply seem to encourage use of the L1 at the expence of the L2. (see also Section 6, pp. 22-25).

A second source of L1 in the foreign language classroom is the content of materials. If the content of materials is product-orientated[1], it may often be either too difficult for the learners' level of L2 or unfamiliar to them because of the socio-cultural background of the materials.

Furthermore, process materials[2] that are very closely related to learner experiences and are drawn from the learners' native country i.e. maps, plans etc. may also constitute an extra source for L1 use. It is always difficult for learners to switch mentally and psychologically from L1 to L2 when the context is extremely familiar. Newsworthiness of messages seemsto play an important role in attracting learners' attention and interest.

4.1.3. Teachers

Teachers themselves are the third source for L1 use in the classroom. Research findings indicate that teachers may become sources of the L1 for the following reasons.

1. To aid comprehension for learners.
2. To introduce - explain - review new grammar and vocabulary items, e.g.1
   T: It means δεν ειναι αποτελεσματικός. (=It means it is not effective)
   It is not of good quality. Ειναι επιρρηματική η χρήση του εδώ.
   (= It is used as an adverb here.)
3. To error correct.
4. To interrupt in order to give extra explanations and instructions.
5. To keep discipline if learners are inattentive, noisy and disruptive.

6. Strangely enough, to encourage learners to use English in the classroom.
7. To make the transition from stage to stage as well as within stages, e.g. 2

   T: Προχωρείστε κάνοντας pair work. (= Go on, do the pair work activity now).
8. To help learners while doing pair or group work if they have not understood instructions.
9. Teachers are often influenced by their learners who are addressing them in L1. Subsequently, teachers and learners indulge in discussion in the L1. Ex. 3

   T: ... And this is an island. An island is a piece of land in the sea. Land, piece of land in the sea - land - not sea.

   L1: In the sea, αυτό δέν λέει; (= isn't that what it says?)

   T: Yes.

   L2: Κι εδω δεν ειναι ο δρομος, εκει περα που ειναι ο βραχος; (= Isn't the road where the rock is?)

   T: Δρόμος κατάλαβες; (= Have you understood this to be a road?)

   L2: Όχι, λέω εκεί που γράφετε land μήπως είναι βράχος και εκεί που γράφετε II (= No. I think there may be a rock where you've written land and where you've written II)[4]

   T: Island είπα. Ρόδος (= I said Rhodes)

   L2: Τί land; (= What island ?)

   L2: Island. Ο Γιάννης κατάλαβε δρόμος. Εσείς τι καταλάβατε; Όχι εσύ, το ήξερες . (= John thinks it is a road. What do you think? Not you, you knew it).

4.1.4. Learners

The fourth and most influencial source for L1 use in the foreign language classroom are the learners themselves. Learners choose to use the L1 for the following reasons:

1. To ask for explanations, clarifications and repetitions in order to ensure understanding of class management and instruction, presentation of new materials, tasks and activities for pair and group work.
2. To avoid using the L2 since they lack confidence in it. They are usually afraid lest they make mistakes and other learners will laugh at them. Especially when they want to

talk about matters for which they do not possess appropriate and accurate language behaviours or metalanguage. See, for instance, example 13 on page 15.

3. To comment or criticize on what is going on in the classroom. See, for instance, turn number 4 in the following example.

Ex.4

1 T: ...Where's the butcher's, Maria? The butcher's.
2 Maria: Em, em (...)
3 T: It's (———)
4 L1: Ωχ, κατάλαβα θα κάφει την ομάδα.
(= Oh, no. Our team will lose points.)
5 Maria: It's between electrician's II
6 Ls: No, no.
7 T: Where is the butcher's, Penny?
8 Penny: It's between the shoe-shop and the sweet-shop.
9 T: Bravo

4. To provide a quick interpretation in the L1 of what the teacher means or other learners mean when talking. See, for instance, the two examples below. In example5 inturns nos 8 and 11 learner 2 and learner 3 provide a rendering of the teacher's intended message in the mother tongue of the learners.

Ex. 5

1 T: John, you were absent yesterday. Look at activity book page 71. You must listen to the cassette and decide which II
2 L1: Decide?
3 T: Decide? What does it mean?
4 L1: Υπογραμμίζω; (= Underline?)
5 T: Από (———)
6 L1: Αποκαλύπτω; (= Discover?)
7 T: You must decide which pet shop is being described.
8 L2: Να μαντέφουμε ποιά ζώα είναι σ'όλες τις εικόνες.
(= We must guess which animal may match which picture.)
9 T: Which pet shop is described. Ποιά εικόνα είναι.
(= Which picture is described.) What is a shop?
10 L1: Μαγαζί. (= Shop)

11 L3: Θα λέει μαγαζιά και θα βλέπουμε ποιό μαγαζί είναι.
(= She will describe pet shops and we will find out which pet shop it is.)

12 T: Are you ready?

Similarly, in example 6 learner 3 provided the Greek equivalent of the English item "feathers" in turn 10. In this way, the learner helped the teacher in her attempt to explain the meaning of the item "feathers" in a different way i.e. by using examples.

Ex. 6

1 L1: It has two eyes.
2 T : Two eyes.
3 L1: It has feathers.
4 T : Yes, these are feathers. Can you tell me which animal has feathers? (——)
Feathers?
5 L2: Ehr, monkeys
6 T : Monkéys? No. they've got hair.
7 L2: Ehr, fish's got pins.
8 L3: Chicken.
9 T : Chicken or birds in general. They have feathers.
10 L3: Πούπουλα. (= Feathers)
11 T : Birds, chicken, ducks, O.K.? The fish's got pins, they are hard and lions and monkeys have got hair.

5. Learners switch to L1 for purposes of humour, Subsequently, the L1 becomes a source of spontaneous humour in the classroom.[5]

Ex. 7

T: Do you know the word aspirations?
L: (whimsically) Τί; Ασπιρίνες;(= What? Aspirins?)
The learners burst out in a hilarious laughter.

6. Finally, learners use the L1 in pair or group work for the following reasons as well. Firstly, when they do not take things seriously or they are not interested in the activity, they do not make on effort to use the L2 while doing a task or an activity. Secondly, they consider switching from L1 to L2 a kind of a joke.

5. Stage

Next I shall discuss at which stage of the lesson teachers and learners prefer the L1 at the expense of the L2 for instruction and management.

A teaching session has been divided in six major stages. These are:

1. The warm-up stage
2. The presentation stage
3. The drilling stage
4. The practice stage
5. The communicating stage
6. The farewell stage

The warm-up stage is defined as that part of the lesson when the teacher enters the classroom, greets the learners and sets the pace, mood and direction of the lesson for the day.

The presentation stage is defined as that part of the lesson when the teacher presents new material to class.

The drilling stage is defined as the part of a teaching session where learners are involved in mechanical or meaningful drilling of newly learnt intonation patterns, structures, etc.

The practice stage is defined as that part of the lesson when learners practice newly learnt material in controlled exercises, activities or language games.

The communicating stage is defined as that part of a teaching session where learners are involved in free activities, tasks and games for pair and group work.

The farewell stage is defined as that part of a teaching session where teachers recapitulate on the work of the day, set homework, give final instructions and bid farewell to them.

At all six stages teachers and learners can express themselves verbally or non-verbally. This verbal interaction may refer to the content of the lesson of the day or to what has been learnt. It may also refer to the way learners and teachers interact and negotiate intended meanings for instruction and management concerning the content of the lesson, their role relationships as well as their personal feelings and attitudes about them and the interaction process as a whole. Verbal interaction is realized either in the L1 or the L2. In a monolingual foreign language classroom, verbal interaction is

expected to be realized in the L2, however, as research indicates the learners' L1 has a big share.

Concerning use of the L1 by teachers and learners in classroom interaction an analysis of the questionnaires the students had filled in during their class observations and an analysis of the transcripts have yielded the following results as Table 1, p. 10 indicates.

The analysis of the questionnaires was based on an average rating of a five point scale. The scale used for the analysis demonstrates the amount of L1 or L2 teachers and learners have used in the classroom. The rating was as follows:

Greek only = 1
a lot of Greek-some English = 2
half English - half Greek = 3
a lot of English - some Greek = 4
English only = 5

As far as the questionnaires are concerned the researcher has relied on the observants' impressionistic view of classroom interaction. As for the transcripts utterances were numbered, and the total number of utterances in the L1, or the L2 per stage was counted. A careful analysis of the recorded classroom discourse has simply verified the results of the questionnaires.

Table 1

Stage	Human component	1	2	3	4	5
Warm-up				□	+	
Presentation			□	+		
	Teacher +					
Drilling						+ □
	Learner □					
Practice					+ □	
Communicating			□		+	
Farewell				□	+	

The L1 in the foreign language classroom: Average rating on a five point scale.

As the results indicate, teachers and learners prefer to use the L2 at the warm-up and farewell stages. However, teachers may opt for the L1 when they are in a hurry to start or finish their lesson. They may also be influenced by the learners who often address them in the L1. See, for instance, example 4 below.

Ex. 8

1 T : You mean that picture one has got... that the animal in picture one has got four legs and it also walks on four legs. The other one has four legs but it walks on two legs.

2 L1 : Which picture, κυρία ; (= Mrs)

3 T : Picture one, I think.

4 LS : Oh, no.
Yes.
Picture two?
Όχι, κυρία. (= No, Mrs)

5 T : Think of it. (Bell rings)

6 L2 : Τί έχουμε κυρία; (= What shall we study, Mrs?)

7 T : Τα συνηθισμένα που έχουμε στο section A. (= The usual things from section A.)
Τι έχουμε στο Section A; (What do we usually have from Section A?)

In turns 2 and 4 learners use the L1 and the L2. The teacher, however, insists on using the L2, whereas in turn 7 the teacher switches to L1 influenced by the learner's request in L1. The fact that the bell had rung may have also determined choice of the L1.

At the presentation stage teachers tend to use the L1 in order to facilitate or check learners' comprehension. They also employ the L1 when they want to introduce new grammar items, new vocabulary items or explain sociocultural features of the target language. See examples 9 and 10. Also see Appendix I which demonstrates the extreme position of teaching the target language though the L1 (See also section 6, pp.22-25).

Ex. 9 (The teacher is checking vocabulary comprehension.)

1 T : "Somewhat". What is "somewhat?"
2 L2 : Can I say it in Greek?
3 T : Yes, you can say it in Greek.
4 L2 : Κάπως (= Rather)
5 T : Right; rather. "The animal in question was only a dociled young bullock" All right; "The animal in question", what is it?
6 L3 : The animal that anybody was talking about.
7 T : That's it, the animal anybody was talking about. Great! What did we say "dociled" means?
8 L2 : Easily trained or controlled.
9 T : That is, υπάκουο, πειθήνιο. Now, "I have trouble in doing something". Do you know what that means? Δεν τα καταφέρνω εύκολα . You don't have to write it because all these words that we're talking about are in your Companion, so you don't have to write them. "While they were engaged in this task..."; We said that engaged is busy, right? I'm engaged in something means I'm busy in something. What is to own?

Ex.10 (The teacher is checking whether learners remember that the -ing form follows verbs like mind, avoid etc.)

1 T : ... What is "do you mind"?
2 L4 : Με πειράζει.
3 T : Μήπως το θυμάστε από πουθενά αλλού αυτό το ρήμα; (Have we come across this verb again?)
4 Class: Από το γερούνδιο. (When talking about gerund)
5 T : That's it,από το γερούνδιο . (When talking about gerund.) Remember: avoid, consider, delay, deny, detest, mind. To collect, What is to collect?

The drilling stage is almost exclusively conducted in the L2 since it is teacher controlled and the language of instruction and management for the drilling stage is very limited in scope. However, there are always exceptions to the rule. Here is an example where the teacher is using the L1 to guide learners during the drilling stage.

Ex. 11

T : Putting on ε; όχι δεν το βάζει τώρα. Αυτός το φοράει.
He is wearing. He is wearing his hat.
'Ολοι μαζι.
(= Did you say 'putting on'? No, he is not putting it on now. He is wearing it. He is wearing. He is wearing his hat! All of you together.)

L3: He wearing

T : Mr. Bobbin is wearing his hat

Class: Mr. Bobbin is wearing his hat

T : Wearing - 'Ολοι μαζί (= All of you together)

Class: Wearing

T : Μάνο;(= Manos)

Manos : wearing

T : Γιώργα; (= Giorgo)

Giorgo: wearing

.....

T : Κλεισ'το βιβλίο σου. Μόνο τις εικόνες κοιτάμε.
(= Close your book. Look at the pictures only.)'Αντα; (= Ada)

Ada : Wearing

: Wearing... wearing... τι θα πεί wearing? Τί θα πεί he is wearing his hat? Μάρθα;
(= 'Wearing... wearing!..' What does 'wearing' mean? What does 'He is wearing his hat.' mean? Martha?

Martha : φοράει (= He is wearing)

T : 'Αντα; (= Ada)

Ada : φοράει(= He is wearing)

T : φοράει το καπέλλο του ε; (= He is wearing his hat. O.K.?)

The practice stage is primarily conducted in the L2 since it is teacher controlled. Often, however, teachers and learners resort to L1 to solve problems of misunderstanding or comprehension. Often explanations about practice work may require language beyong learners' ability to understand in the target language. See, for instance, turn no 14 in the extract below where the teacher tried to explain to learners why there was no problem with the exercise.

Ex. 12

1 T : Let's look at activity book, page 69. "Find out why".
And if you don't finish it here you have it as homework.
(The teacher walks around and helps individual

learners with the activity)

2 T : (addressing the class) c stands for b. And what letter stands for s?

3 L1 : t

4 T : t. And what stands for u? The secret word is (————)

5 Class: (no response)

6 T : What?

7 Class: (no response)

8 T : Busy! Look at number 4. Why doesn't Ben jump? He's too (————). The first letter is t which means s. Tom says that he might be scared. We shall see. Now try to prove it. Put a c where there is a d. Can you find any other d? No. Did you understand what you should do?

9 Class: Yes

10 T : You did! I am not sure.

11 L2 : Κυρία, δεν φθάνει. (= Mrs, not enough space for all letters)

12. T : To scared? No, no, no, it's O.K. for scared.

13. L2 : No.

14. T : But the letters are: t for 1; d for 2; b for 3; s for 4; f for 5; e for 6. Scared! Six letters. That's O.K. Οι γραμμές απο κάτω που έχει δεν φτάνουνε. Δεν έχει σημασία. Όσα γράμματα έχει η λέξη η κωδική τόσα έχει και αυτή που θέλουμε.
(It doesn't matter if there are not as many spaces as the letters underneath. The word we are looking for should have as many letters as the code word in the excercise.)

15 L3 : I finished

16 T : You finished? Let me check. Bravo! Bravo!

17 L4 : Finished

At the communicating stage when learners are asked to do pair or group work, the amount of L1 generated in the classroom increases dramatically unless the teacher or the leader of the group or pair insist on using English.

Learners use the L1 to find out the meaning of lexical items and expressions they may not know but are strictly relevant to the game or the activity. The L1 is also used for metacommunicative purposes as learners negotiate game organization and discuss the instructions given by the teacher. Spontaneous humour and fun relevant to the activity and their language behaviour is mainly conducted in the L1.

Below there are two extracts from a pair activity. In both pairs the participants were requested to put a sequence of pictures in the right order to decide on the story and tell the story to the class.[6] In the first extract there are two female learners aged 13 working together; whereas in the second extract there are two male learners aged 14 working together. The female learners had had three years of English; the male learners had had four years of English. The instructions were given by the teacher in English.

Ex. 13

L1 : Τι θα κάνουμε τώρα; (= What shall we do now?)

L2 : Θα τα βάλουμε με τη σειρά. (= We shall put them in the right order).

L1 : Πώς είναι η γέφυρα; Δεν ζέρεις;(= How do you say bridge in English? Don't you know?)

L2 : Μα δεν το έχουμε μάθει. (= We haven't learnt it yet.)

L1 : Τα δένδρα; (= Trees?)

L2 : Trees (inaudible)

L1 : Να τη ρωτήσω πως είναι αυτό; (= Can I ask her what this is?)

L2 : Ναί. (= Yes).

L1 : (addressing the teacher) Διάφορα αντικείμενα που έχει στην πρώτη εικόνα τα έχει και στην τρίτη εικόνα. Θα τα πούμε και στην τρίτη εικόνα;
(= Similar objects appear in picture one and picture three. Shall we refer to them again in picture three?)

T : It's up to you.

L1 : (addressing Popi) Πές τα. (= Go on.)

L2 : Όλα εγώ τα λέω, ρε παιδί μου. (= I do all the talking, my friend.)
Αντε πες και συ τίποτε. (= You say something too.)

L1 : Δεν έχω ιδέα. (= I have no idea.)
(Maria and Popi identify objects in the pictures and decide on the sequence of the pictures.)

L1 : Δεν έχουμε περιγράψει το καλάμι.(= We haven't described the fishing rod yet.)

L2 : Δεν το ξέρω πως λέγεται. (= I don't know how it is said in English.)

L1 : Αφού ξέρεις. (= Of course, you do.)

L2 : Αφού δεν το έχουμε μάθει. (= But we haven't learnt it yet.)

L1 : Καλα ντε, τι δά πούμε στην πρώτη εικόνα; (= O.K. What are we going to say in the first picture?)

L2 : The bag with the fish is near the sea and the man with the two children is there too.

L1 : Τί είπες; (= What did you say?)

Ex. 14

Andreas : First we must (...) put (———)
(Looking at the pictures and putting one down.)

Petros : Δηλαδή ποιά; (= Which one do you mean?)

Andreas : And then we put that, that and that.
(=Andreas placed the pictures in some order.)

Petros : No. This and this. (moving the pictures round)

Andreas : And (...) And that first. (Changing the sequence of the pictures.)

Petros : Όχι, αυτό. (= No, not this one.)

Andreas : Oh, no. That is wrong.
Here is the boat.
(addressing the teacher)
Miss, first put the pictures and then the story?

T : Yes.

Andreas : (arranging pictures in the right order). First there are two boys with a small boat. Then there was a storm at the sea. Children fallen out/out of the little boat (————) but another bigger boat came and (————) took them (————) so they went back to their house.

Petros : Em, yes.

The first extract was conducted primarily in the L1. The two learners did not even try to use the L2 in their conversation.

In the second extract, however, Andreas seemed determined to use the L2 and his attitude influenced Petros' as well although he tried twice to use the L1 but Andreas was not responsive. It is worth noting that Andreas' English is far from perfect.

6. Function of the L1

The use of the L1 in the foreign language classroom seems to serve two different functions. The L1 functions as a teaching and learning aid when teachers realize that other aids such as visual aids, explanations in L2, paraphrase etc. will not do the job. See, for instance, teacher's choices in turn no 9 in Ex. 9, p. 12. Also see teacher's switch to L1 in turn 14 in Ex 12,p. 14.

An extensive use of the L1, however, leads to the second function that the L1 may serve in the foreign language classroom that of teaching the foreign language through the L1. A good example of the use of the L1 to serve the second function is demonstrated in Appendix 1.7

6.1. Factors determining selection of the L1

The factors that determine choice of one function or the other by teachers or learners are linguistic, affective, social or pedagogical.

Linguistic factors are defined as learners or teachers inability to make use of the L2 as a means of communication. On the one hand, learners may not as yet know appropriate linguistic realizations to express themselves in the L2. Teachers, on the other hand, may be in a hurry to finish a certain unit or cover some specific aspects of the lesson quickly. Using the L1 saves time because it ensures immediate understanding of metalanguage, classroom management and instruction language etc. Teachers, seem to use the L1 extenively at all stages, when they feel that their learners' competence in the L2 is too poor to cope with the situation. For the same reason, learners prefer to employ the L1 for metalinguistic or metacommunicative purposes.

Affective factors may also determine preference for the L1 to convey messages. Affective factors are defined in terms of motivation and interest in the learning of the foreign language, in terms of the need learners have for verbal humour and relaxation as well as for expressing attitudinal information and preferences about the work done in class. Teachers, therefore, may choose the L1 as a teaching/learning aid to avoid tension in the classroom when other teaching/learning aids fail to work.

Learners, on the other hand, choose the L1 to express attitudes and feelings about the lesson to their fellow learners and to comment about the procedures, processes and language behaviours in the classroom.

Finally, social factors pertaining to face-to-face interaction may also determine selection of the L1 in the context of the foreign language classroom.

Following Selinger (1983:251) two general categories of language interaction may be identified in the foreign language classroom. In the first category the terms have been determined by the teacher as part of formal classroom practice. In this category, there are two interactive patterns: teachers nominate or call on a particular learner or they elicit a response from the class as if it were a single interlocutor comprised of many parts.

The second category comprises opportunities for language use that learners create for themselves. In this case, the learner, Selinger argues, is essentially creating the type of language interaction that takes place outside the classroom between a single speaker and an interlocutor. By doing so learners try to accomplish two important objectives: firstly, the learner gets the language interaction directed at him/her as an individual and, secondly, the learner gets more language directed at him/her, than if he or she were to wait passively for a turn allocated by the teacher.

When teachers are faced with the second category of language interaction in the foreign language classroom, they are often required to talk or comment about topics unrelated to the immediate content of the lesson, to argue with their learners about the lesson or other events. They may be required to reprimand or take disciplinary measures. See, for instance, example 4, p. 7.

Foreign language teachers who are not native speakers often opt for the L1 when they do not feel confident enough to handle metalinguistic or metacommunicative language in the L2. Often they are not willing to discuss issues the content of which is not strictly related to the content of their lesson plan and the teaching materials.

As a result, non-native speaker teachers whose L2 competence is lacking feel their face threatened and employ the L1 as a protective strategy to save face and the definition of the situation projected by another, here the learner(s), in the context of the L2 classroom. (cf. Goffman, 1971.)

Use of the L1 often seems to be the outcome of teachers' desire to keep the situation under control. Obviously, it is easier to

reinforce discipline if teachers address learners in the L1 than the L2. Teachers' need to control the class combined with learners' poor competence result in a heavy L1 input in the foreign language classroom at the expence of the L2 input (see also Discussion of findings.). Here is an example.

Ex. 15

T : She usually does her homework ... μέχρι she's looking out of the window. Και θα μάθετε απ'έξω τις εικόνες 4, 5 και 6, 4, 5 και 6. Έχετε αντιγραφή είπα όλο το μάθημα. Ορθογραφία μόνο την 3 εικόνα και θα μάθετε απ'έξω την 4, 5 και 6. Το καταλάβαμε;
(= From 'she usually does her homework' to 'she's looking out of the window'. You will learn by heart the story related to pictures 4, 5 and 6 (I repeat) 4, 5 and 6. As I said you will copy the whole lesson. For dictation the part related to picture no 3 and you will learn by heart that part of the story related to pictures 4, 5 and 6. Is it clear to you all?)

Class : Μάλιστα. (= Yes.)

T : Καθίστε κάτω και ξανακούμε την κασσέτα διότι μερικοί δεν πρόσεξαν, σταματάμε και καθυστερούν και τους άλλους. Να δείχνετε όλοι δεν θα φύγει κανένας.
(= Sit down. We shall listen to the cassette once more. Some of you didn't pay any attention. Consequently, I am obliged to stop the tape, which delays all the others. All of you point to the book. No one will go.)

Finally, teachers employ the L1 for pedagogical reasons. Then use the L1 functions a a teaching and learning aid. It is employed as an alternative strategy when teachers feel that other teaching/learning strategies may not work. Here are two examples that demonstrate the pedagogical function of the L1 in the foreign language classroom.

Ex. 16

11 T : Do you know this place?
12 L1: Yes.

13 L2: Είναι ο Εθνικός Κήπος. (= It's the National Garden.)
14 T : O.K. What's this? Anybody knows?
Costas?
15 Costas: (no answer)
16 T : O.K. If this is the National Garden, what's this place up there? (T pointing to the map of Athens posted on the blackboard.)
17 L3: Zappion.
18 L4: Syntagma.
19 T : That's Syntagma. All right?
Yes, what's this place?
20 L3: It's the National Garden?
21 T : Nearby.
22 L3: Zappion?
23 T : No, this is the Zappion here. What's this place?
It's on the edge of the National Garden in Syntagma.
What place is it? What do you call it in Greek?
24 L3: Βουλή (= Parliament)
25 T : Βουλή . What is it in English?
26 L3: Court.
27 T : Court ? Not quite.
28 L4: Parliament.
29 T : Parliament. Yes. O.K.

Εκ. 17

T : ... Right, three more minutes. Is anybody who has finished?
Class: (no response)
T : All right. How about working together? Do you like to work together? Try to work together so that we can finish a bit earlier. Now, let's see. Actually, the first word is the place where something happened. Lila.
Lila : It's the scene.
T : Scene. Actually, be very careful with the preposition. 'On the scene'. Can you tell me the Greek word for that?
Class: Στη σκηνή. (= On stage)
T : No.
Class: Το σκηνικό. (= scenery)
T : No. It's 'επι τόπου'.So, on the scene is the place where something happened. Again be very careful with the preposition.

In the first example the teacher encouraged her learners to respond in Greek so as to make sure that they have recognized the building she was referring to. As soon as mutual understanding was established the teacher makes use of the L2 again. Inspite of the fact that her English is not perfect, she makes skillful and confident use of it. Her use of the L1 as a strategy to aid learning was successfully accomplished.

Similarly, in the second example, the teacher made use of the L1 to ensure comprehension by the learners of the expression on the scene. The learners knew the word scene in relation to theater practice as their Greek equivalents indicate. The teacher thought it necessary to provide the greek equivalent so as to delimit its semantic connotation.

Consequently, pedagogical and affective factors may lead to the first function of using the L1 in the foreign language classroom, that of the L1 as a teaching and learning strategy. By definition, use of the L1 in the classroom is limited and is skilfully employed by teachers as a facilitating factor for learning purposes. (See Table 2, p. 21).

Table 2

	FACTORS			
FUNCTION	Linguistic	Affective	Social	Pedagogical
selective use of L1: learning/ teaching strategy		+		+
excessive use of L1: teaching the L2 through the L1	+		+	

Linguistic and social factors, however, may lead to the

second function of the L1 in the foreign language classroom. In this case, there is an excessive use of the L1 in the foreign language classroom. Appendix 1 is a good example of this last function of the L1 in the foreign language classroom.

6. Discussion

Use of the L1 in the foreign language classroom indicates an interactional adjustment. Teachers and learners make use of it to facilitate communication when they feel that comprehension and interpretation is about to break down because of the restricted knowledge of the L2 that learners and teachers may have.

Furthermore, use of the L1 is prompted by teachers' and learners' desire to save face and survive the awkward situation of trying to express themselves in a language which does not come naturally to them. Consequently, they run the danger of becoming the laughing stock of others present. As a result, such attitudes and feelings as aggresiveness, disagreement, dissatisfaction, dislike, discipline problems etc. are often expressed in the L1.

Choice of the L1, however, is incogruent with the principle of input and its relevance to L2 learning. (cf. Krashen, 1981; Larsen-Freeman, 1976; Lightbown, 1985). In other words, excessive use of the L1 restricts the time available in the foreign language classroom for L2 input since a good amount of it is taken over by interaction in the L1. As stated on p. 2 an important factor that characterizes the foreign language classroom is monolingualism of learners and teachers. A second important factor that characterizes foreign language learning is that regular conversational input is primarily limited to the classroom. Input outside the classroom is limited to extensive occasional reading or listening. Consequently, there is always a need for improved conversational language input in the foreign language classroom.

Due to the special circumstances of the EEL classroom we should not understimate the need for input that learners have. In the foreign language classroom input is provided by two major sources: materials and teacher talk. Teachers, in particular, as <u>live and authoritative models</u>, can best provide learners with appropriate and relevant

conversational input. If these two sources of L2 are so constructed and exploited that they encourage use of the L1 rather than the L2, they may severely undermine the learning process and learning rate since there is a positive correlation between frequency of input and language learning. (cf. Larsen-Freeman, 1976; Selinger, 1983).

In particular materials and teacher talk which demonstrate an extensive use of L1 deprive learners of ample opportunities for macro-level reading and listening practice where learners can put to practice such comprehension and interpretation strategies as guessing, hypothesizing, inferencing, making assumptions etc.

Furthermore, L1 seems to take over when teachers or learners want to express other role relationships that are not expected in a teacher-learner relationship in a more teacher-centred classroom. Such role relationships are those expressing friendliness-unfriendliness, aggresiveness-mitigation, satisfaction-dissatisfaction, approval-disaproval etc. directed from the teacher to the learner as well as from the learner to the teacher. Although some aspects of such role relationships are presented in materials and learners may have practised them in role-plays, they do not often have the opportunity to experience the use of them in action as participants in a speech event.

Often such feelings arise in learners out of dissatisfaction, boredome or disinterest in the lesson or the teachers' practices as well as out of misunderstanding, unhearings or mishearings. Consequently, teachers are called upon to keep discipline. By using the L1 teachers want to make sure that their intentions are clearly understood and are not mistaken while at the same time they reinforce their authoritarian attitudes in the class aiming at saving face and the definition of the situation. Due to the special conditions prevailing in the foreign language classroom, the more use of the L1 increases the less L2 conversational input learners are provided with. To reverse the situation we must look carefully in which way we can restrict use of the L1 in the foreign language classroom to the least possible.

Of the four sources discussed in section 4.1. that may generate use of the L1 in the foreign language classroom the environment and the learners are difficult to control.

It is not always easy for language teachers to have special classroomsat their disposal where they can store equipment audio-visual aids, bookshelves with books for extensive reading etc. or display posters, pictures, drawings, the learners' work etc.

Distracting noises such as singing, laughter, talk in the greater environment cannot be controlled either. Consequently, the environment, inside and outside the classroom, may generate use of the L1 infinitely.

The second source are the learners themselves. Our learners (i.e. young learners, young adults, adults) have already mastered one language, their mother tongue. Due to their age, cognitive, affective, social and linguistic maturity, learners cannot refrain from expressing likes-dislikes concerning the content of the lesson and the practices employed in the classroom, comment or joke about their fellow learners', their teachers' or their own verbal behaviour,their misunderstandings and errors. Furthermore, they are mature enough to want to know more, to request explanations, clarifications or further information concerning linguistic, sociolinguistic or pragmatic features of the foreign language they are learning. Their queries may refer to the content of a particular lesson or to general issues about the language, the culture and the people who speak this language.

It is obvious that learners will resort to their L1 to fulfill their intentions and purposes. Consequently, learners are a source of L1 that cannot be easily controlled. As individuals and as a class, learners will generate a good amount of L1 in the foreign language classroom; they often influence classroom interaction so much that communication can be conducted exclusively in L1 unless the teacher skillfully changes the topic after the original request is satisfied.

The last two sources, however --- materials and teachers --- can be highly controlled.

As far as the materials are concerned they should be written in the L2. By materials we mean not only authentic or authentic-to-purpose dialogues or texts but also instructions, comprehension checks, exercises, tasks, activities and so on. Materials where instructions and so on are in the L1 are strongly reminiscent of "Teach yourself books" as well as "Phrase books" for tourists.

Materials constitute a major part of the input in the foreign language classroom. Therefore, using the L2 in materials serves a

double function. On the one hand, it reinforces learning through frequency, repetition and practice since the language of instruction or comprehension checks is usually repetitive; on the other hand, it develops learners' reading habits in the L2.

Furthermore, a textbook written in the L2 reflecting aspects of the culture and the people who speak it, and accompanied by lively and colourful pictures, drawings or graphs positively influences the necessary switch that learners are requested to make from L1 to L2. In other words, it functions as a motivating factor in the foreign language classroom. It can arouse learners' curiosity, a desire to understand how other peoples feel about current affairs, how they live, their likes and dislikes, their communicating patterns and so on. In this way they will be able to compare and contrast similarities and differences between L1 and L2 concerning language behaviours, cultural patterns, sociolinguistic and pragmatic conventions.[8]

Finally, teachers are the second source of L1 that can be kept under control. Teachers who are the only live and authoritative foreign language users in the foreign language classroom and the basic source for interactive input at an interpersonal level in the classroom, must consciously make use of the L2 in the classroom. Teachers should not be too eager to adopt the L1 when problems of misunderstanding arise. On the contrary, they should insist on using the L2 employing such strategies in their verbal production as paraphrasing, expansions, repetitions, examples etc. demonstrating to learners how to make skillful use of their foreign language resources to achieve a specific goal i.e. to transmit or negotiate meanings. At the same time, they can show to the learners how such politeness markers as "What I really mean...", "If I remember well..." initiated by speakers or "I am not sure if I heard you well...", initiated by listeners can be employed to save face in communication instead of using the L1 thus depriving learners of the opportunity to observe and practice such conversational features in action.

For the same reason, however, teachers may employ visual prompts, eye contact, gestures and so on to fill out their meaning either when they are addressing the class as a whole or individual learners (cf. Selinger, 1983).

7. Practical Implications

Obviously, a question arises: should we ban use of the L1 from the language classroom altogether? Of course, this is out of question. Using the L1 can, in reality, function as an important teaching/learning strategy which teachers and learners may employ. Such teaching and learning strategies may be visual (flashcards, pictures, posters, eye contact etc.), kinetic (mime, gestures, body postures etc.) or linguistic (paraphrasing, expansions, synonyms, definitions, examples etc.). Last but not least, is the use of the L1 as a teaching/learning aid if all other aids have failed to get the message across. Using the L1, of course, does not mean using word for word translation but simply providing equivalents of meaning in natural conversational L1. Very often the learners themselves provide meaning equivalents in the L1 thus helping other learners to understand what other learners or teachers mean. In other words, emphasis is placed on the message, not on morphological, syntactic, semantic, pragmatic or discoursal similarities or differences of the two languages and how they are realized linguistically. See, for instance, examples 4 and 5, pp.7-8.

Somet imes, teachers accompany their L1 equivalents with a comment related to certain grammatical feature of the expression or or a specific lexical item. See, for instance, example 10, p. 12. It is important to note that the teacher switched back to L2 in turn 5 after she had used the L1 to establish a common ground of knowledge concerning a particular grammatical feature of the verb "mind".

For the L1 to function as a teaching/learning aid it is advisable for teachers first to restrict use of it to the minimum and, second, when used to adopt the following pattern.

T : L2 (T uses the foreign language)

Class : (no response.) (class still sends signal that they have not understood.)

T : L1 (T., last resort is to adopt the using of the L1 strategy.)

L2 (T. : repeats message in L2 once or twice to establish the connection between meaning, context use and linguistic realization (s).)

Furthermore, teachers may resort to L1-- especially at the early stages of learning when metalanguage and metacommunication cannot be sustained in the L2-- in order to draw learners' attention to differences and similarities between the target language and culture, and the learners' mother tongue and culture. Comparative impressions between L1 and L2 may refer to all levels of language -- phonological, morphological syntactic, semantic, pragmatic and discoursal. By adopting awareness procedures teachers will attempt to further sensitize learners in selecting appropriate and accurate language in the L2.

Using the L1 strategy is just one more teaching/learning aid at the teachers' disposal who can make use of it with discretion. Teachers must never lose sight of the fact that learners are there to learn the foreign language. Learning a foreign language requires that learners experience use of it in action both as observers and as participants in speech events. L2 input in the form of materials and teacher talk should aim at updating their semantic memory and giving them ample opportunities to develop tolerance and understanding towards the other peoples and cultures as well as their own and others' defective use of the L2. Unless learners are widely exposed to the foreign language both at a micro-level as well as a macro-level[9], and have opportunities to practice 'natural' use of it in the classroom through role-play, task-oriented activities, games etc. with emphasis on overt and covert information gaps,[10] they will luck fluency in the foreign language.

Conclusion

As the research indicates there are four sources that generate use of the L1 in the foreign language classroom. Of the four, the environment and the learners cannot be easily controlled. The other two, however, materials and teachers can be kept under control. The goal of such a control is to increase L2 input primarily at a macro-level for reading, listening and speaking practice thus speeding up the learning process and learning rate.

Use of the L2 to handle communication beyond the content of the daily lesson will give learners and teachers the opportunity for more interpersonal communication where meanings and differences of opinions will have to be negotiated in a polite way conforming to the conventions

of the L2. Consequently, the more teachers and learners use the L 2, in classroom interaction as a joint activity, the better negotiators in the L2 learners are expected to become. After all we must not forget the saying: 'Practice makes perfect'. By so doing learners test their hypotheses about the foreign language in terms of the linguisitc, sociolinguistic, pragmatic and discoursal rules and conventions available in the L2 as a system of options.

In conclusion, there is a place for the L1 in the foreign language classroom for pedagogical reasons. It can be employed as a teaching/learning strategy when other strategies have failed to facilitate comprehension and interpretation. Excessive use of the L1, however, at the expense of the L2 reduces the learning rate and learning process in the foreign language classroom.

NOTES

1. Product-orientated materials reflect the native speakers' point of view concerning use and usage of the target language. They primarily function as input to learners.
(See Papaefthymiou-Lytra, 1987, esp. Ch. 5).

2. Process materials are defined as those materials that reflect learners experiences, expectations and needs. They give learners the opportunity to practice and use the foreignlanguage in natural situations and try out their hypotheses concerning the language they are learning.
(See also Papaefthymiou-Lytra, 1987, esp. Ch. 5).

3. A literary translation of Greek utterances is provided in English.

4. The transcription symbols used in the quoted extracts from classroom discourse are as follows:

II	Interruption
(...)	Hesitation
(——)	Pause

5. For a discussion about spontaneous humour in the foreign language classroom and the L1, see Papaefthymiou-Lytra, 1986.
A similar case in point is the one reported by Faerch and Kasper, 1987:125. Faerch and Kasper report that a class of learners (as reported by their teacher) referred to the 'workbook' as /'va:kbuk/ in order to tease him, in spite of the fact that most of the learners had mastered (or at least attempted to approximate to) the correct pronunciation of the phonemes /w/ and /r/ in English. Faerch and Kasper have interpreted it as peer solidarity among foreign language learners and as an indication that there are limits to how much learners are willing to converge to the speech of a native speaker's model. They have classified them as socio-psychological criteria for interlanguage development. Apart from the interpretation provided by Faerch and Kasper, one may also argue that this can be a clear case where foreign language learners intentionally attempt to make use of features of the L1 for purposesof humour, fun and relaxation in the classroom. Use of the L1

in the foreign language classroom is multifuncional, after all.

6. The pictures were taken from Heaton, 1976.

7. Könings and Hopkins, 1986:107 observe that adherence to use only the L2 is not very strong and most teachers accept use of the L1, in their case German. They attribute use of the L1 to the following reasons. Some teachers, they report, consider use of the L1 as a time-saving factor since it can ensure immediate understanding. Other teachers admit that when there are problems with expression in the foreign language, use of the L1 is helpful to the communication process. Another group of teachers tolerates use of the L1 in the teaching of grammar when learners face problems. A fourth group of teachers, they report, sees the use of the L1 as a means of securing learners' comprehension. The factors referred to by Könings and Hopkins are also discussed in the present paper. Könings and Hopkins, however, do not categorize these factors, nor do they discuss them in any functional perspective.

8. For a detailed discussion of the content of the syllabus, see Papaefthymiou-Lytra 1987, especially chapter 5.

9. A micro-level of a lesson is defined as that part of the lesson where teachers and learners deal with the 'content' of the lesson of the day. A macro-level of a lesson is defined as that part of the lesson where the teacher instructs, manages the class, gives explanations, clarifications and so on about the content of the lesson. Appendix 1 is a good example of this binary distinction. The teacher is using English when referring to the micro-level of the lesson, but she is using the L1 when referring to the macro-level of the lesson. Thus the teacher is depriving her learners of a macro-level listening comprehension practice.

10. Overt information gaps are taken to mean missing factual information about the activity, which learners are expected to discover and eventually bridge through talk. Overt information gaps are controlled by the teacher. Covert information gaps are taken to mean any learner differences in L2 knowledge and ability to handle the

L2 which one might come across in any group of learners. Learners do vary in L2 competence and performance due to personality characteristics, motivation, purpose, age and so on. As a result, while carrying out activities learners soon discover that they do not all share the same L2 knowldege, nor do they have the same ability in handling the L2 in the course of the activity. For successful completion of the activity they should eventually bridge all overt and covert information gaps making use of appropriate communicating and learning strategies. Covert information gaps are related to learners' language awareness and their ability to handle metalinguistic and metacommunicative talk in interaction. See also Papaefthymiou-Lytra, 1987:117; Grandcolas and Soulé - Susbielles, 1986:303 among others.

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Appendix 1.

Teacher : Next door. Πες next door. (= Say: next door.)
Student A : Next door.
Student B : Next door.
Teacher : Όλοι μαζί. (= All of you together.)
Students : Next door.
Teacher : O.K. Επομένως ζεί διπλά στους Clarks και γι' αυτό μπορεί καί φωνάζει-στην κυρία-τι την θέλει αυτή; Όλο μιλάει ε; γιατί να μιλάει πολύ;
(= O.K. Since she lives next door to the Clarks she can call the lady - what does she want her for? This lady likes to talk all the time, doesn't she? Why does she talk so much?)
Student B : Κουτσομπόλα είναι; Κυρια, Πως τη λένε τη κουτσομπόλα;
(= Is she a gossip? Mrs, how do you say 'gossip' in English?)
Teacher : Τι μπορεί να είναι; Μπορεί να είναι κουτσομπόλα; ε; ή να μιλάει πολύ. Πολυλογού εξ (T. writes on the board) She's a terrible gossip, παιδιά. Είναι τρομερή κουτσομπόλα-δεν είναι απλώς κουτσομπόλα- She's a terrible gossip. Όλοι μαζί. Terrible.
(= What do you think she is? Is she a gossip? Or does she like to talk a lot? A chatterbox, all right? (T. writes on the board.) She's a terrible gossip, children. She is a terrible gossip - not simply a chaterbox. She's a terrible gossip. All of you. Terrible.)
Students : Terrible
Teacher : Terrible. Όλοι μαζί. (= All of you together.)
Students : Terrible
Teacher : Gossip
Students : Gossip
Teacher : She's a terrible gossip.
Students : She's a terrible gossip.
Teacher : Terrible
Students : Terrible
Teacher : Γεωργία; terrible - πές terrible (Say: Terrible)

Γεωργία : Terrible

Teacher : Νίκος; Νίκος:terrible Κώστας; Κώστας : terrible
Χάρης; Χάρης:terrible

Teacher : She is terrible.

Students : She is terrible.

Teacher : She is a terrible gossip.

Students : She is a terrible gossip.

Teacher : Gossip

Students : Gossip

Teacher : Νάντια (= Nantia)

Nantia : Gosεip / gozip/

Teacher : Gossip/gosip/ όχι /gozip/ - /sip/ ε ; /gosip/
Γεωργία ; (= Georgia)

Γεωργία : Gossip

Teacher : Χαρά;Χαρά : Gossip.Γιώργος : Gossip. Μάκης;
Μάκης;Gossip. Κώστας; Κώστας: Gossip. Μάνος;
Μάνος:Gossip. Τάνια;Τάνια : Gossip.

Teacher : She's a terrible gossip.

Students: She's a terrible gossip.

Teacher : Gossip

Students : Gossip

Teacher : 'Οχι /z/ . /s/ (= No /z/, but/s/.).

Students : Gossip

Teacher : O.K. Picture No. 3 (T. writes on the board)
She usually - τι κάνει η μητέρα σας συνήθως -
she usually does - τι κάνει;
(= O.K. Picture No. 3. (T. writes on the board.) She
usually - what does your mother usually do? She
usually does - what does she do?)

Students : E... κάνει τις δουλειές του σπιτιού.
(= Em... she does her housework.)

Teacher : Πώς το λέμε αυτό; Το μάθαμε σήμερα (...)το μάθαμε
σ' ένα μάθημα προ ημερών (———)
κάνει τις δουλειές του σπιτιού-πώς το λέμε;
(= How do we say that in English? We learnt it to day
(...) we learnt it few days ago - she does her house (———)
work. She does her housework - how do we say it in
English?)

Students : Housework.

Teacher : She does her housework - Όλοι μαζί. (= All of you.)
Students : She does her housework.
Teacher : She usually does her housework.
Student A: She usually does her housework.
Teacher : Κώστας ; (= Costas)
: She usually does her housework.
Teacher : She usually does her housework. Όλοι μαζι.
(= All of you.)
Students : She usually does her housework.
Teacher : But, this morning - τί κάνει ; (= What is she doing?)
Student : Looking out of the window.
Teacher : She's looking out of the window - επομένως- she isn't doing her housework. (T. writes on the board)
τί κάνει ; She is (—) όπως είπε ο Χάρης.
(= She's looking out of the window - consequently - she isn't doing her housework. (T. writes on the board)
What is she doing? She is (———) what did Haris say?
Haris : She is looking out of the window.
Teacher : She is looking out of the window. Πού αλλού το συναντήσαμε; Κάποιος άλλος κοίταζε έξω από το παράθυρο, θυμάστε; Ποιός ήταν;
(= She is looking out of the window. Where else did we find that? Someone else was looking out of the window, do you remember? Who was it?)

Appendix ii

The mother tongue in the foreign language classroom

OBSERVATION SHEET VII

PART I

Please insert a cross or a square or both in each box as appropriate.

HUMAN COMPONENT Teacher ✦ Learner ☐		STAGE OF LESSON					
		Warm-up	Presentation	Drilling	Practice	Communication	Farewell
LANGUAGE USED	Greek only						
	A lot of Greek/ some English						
	Half English/ half Greek						
	A lot of English/ some Greek						
	English only						

PART II

Please insert as many crosses or squares or both in each box as appropriate.

The L_1 was used by teachers and learners for the following reasons:	HUMAN COMPONENT	
	Teacher +	Learner ☐
1. to introduce new a. grammar		
b. vocabulary		
c. cultural points		
2. to check comprehension		
3. to give instructions		
4. to give explanations		
5. to request explanations		
6. to correct		
7. to overcome expression difficulties in L_2		
8. to complain		
9. to relax		
10. to keep discipline		
11. to joke		
12. Any other reason(s) not mentioned here. Please be specific. Use an extra sheet if necessary.		